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ABSTRACT

This handbook is designed to give introductory and reference information about the Michigan Occupational Information System (MOIS). Although focused in Michigan, it is not specifically oriented to any particular population; rather, it answers basic questions common to administrators, school principals, Michigan Employment Security Directors, social service agency directors and other organizations needing occupational and educational information. The objectives of the MOIS program are to help students learn about career opportunities; help entrants into the labor force become aware of acceptable occupations; motivate students and others to seek out occupational information; increase awareness of major sources of occupational information; and provide support for related programs, including career education and employment counseling. The handbook has sections on Administration and Change, and on Planning, Implementing and Evaluating MOIS. It also includes an Administrator's Checklist, a list of available materials, and background information on MOIS organization. (BP)

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ADMINISTRATOR'S HANDBOOK

U.S. DEPARTMENT OF HEALTH,
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michigan occupational
information system

**administrator's
handbook**

Michigan Department of Education

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I.

introduction

This handbook may be your first introduction to the Michigan Occupational Information System (MOIS). On the other hand, you may know a great deal about MOIS. The handbook, therefore, has been designed to provide you, the administrator, with prompt access to any information you desire about MOIS.

The MOIS Administrator's Handbook is a practical guide developed to assist you in many ways. It explains how MOIS can help you meet the goals of your organization more effectively and efficiently. It paves the way for full utilization of the potential of MOIS by your staff. It advises you in choosing and directing a MOIS coordinator. It instructs you on how to obtain and use information for promotion of MOIS. It gives assistance in planning for financing and acquiring equipment.

The MOIS Administrator's Handbook is not specifically oriented to the population served by any particular agency or institution. Rather, it answers basic questions common to administrators during the planning for and implementation of MOIS. It contains information necessary for school principals and superintendents, Michigan Employment Security Commission (MESC) Directors, Comprehensive Employment Training Act (CETA) Coordinators, Social Service Agency Directors and other organizations in need of occupational and educational information.

The MOIS Administrator's Handbook is designed to provide information for a number of users. Perhaps you are a school principal and know little about MOIS and its benefits to you and your organization. You should read the entire handbook focusing your study on the first five sections. This will provide you with a brief, yet comprehensive, orientation.

If you are a Social Service Director who is sold on the value of MOIS, but are concerned that your staff will be resistant to working with a new format, you will find Section III helpful in the handbook.

As an administrator who has made the decision to incorporate MOIS into your organization, you may need help in mobilizing the implementation effort. You will benefit by using the Administrator's Checklist which is found in Section VIII of the handbook.

II. background

nois: It has long been recognized that a need exists for both students and adults to have access to valid, current, and reliable occupational and educational information in order to make wise career decisions. Recognizing this problem, the U.S. Department of Labor, through its National Occupational Information System (NOIS) grant program, has provided funds to eight states to develop statewide occupational information systems. The states are: Alabama, Colorado, Massachusetts, Michigan, Minnesota, Ohio, Washington, and Wisconsin.

The objectives of the program will be to help students learn about career opportunities; help entrants into the labor force become aware of acceptable occupations; motivate students and others to seek out occupational information; increase awareness of major sources of occupational information; and provide support for related programs, including career education and employment counseling.

Federal support will continue over the next 3-4 years. State OIS's are expected to then support themselves through charging user agency fees or securing other funding sources.

mois:

As Michigan was a recipient of one of the grant awards, the Michigan Department of Education is acting as the administrative agent for the development of the *Michigan Occupational Information System* (MOIS). The MOIS program is presently concentrating its efforts on developing reliable occupational and educational information based upon the following goals: A) provide a wide variety of users with opportunities to utilize one or more delivery systems; B) develop a state and local information base that realistically reflects the employment and educational scene in Michigan; and C) create a data base and linkage system to meet the identified informational needs of user groups.

Figure 1 illustrates the MOIS organizational design. Essentially, the program focuses on three major dimensions: 1) information development; 2) information delivery; and 3) user services.

information development

The current focus on information development for the MOIS program is aimed at providing six (6) data base components which reflect the occupational and educational structure of Michigan's jobs and institutions. The contents of these files are detailed below:

michigan occupational file:

Compilation of occupational data on employment opportunities both nationally and in Michigan. Specific topics are covered under six major headings: 1) Nature of the Job: job definition, duties, occupational specialties, machines, tools, equipment, work aids; 2) Working Conditions: environmental, physical, seasonal, hours and schedules, cost to workers; 3) Economic and Advancement Opportunities: earnings, fringe benefits, advancement, related jobs; 4) Worker Requirements: personal, work experience, special, opportunities for experience and exploration, method of entry; 5) Current Status of Occupation: national employment, state employment (where employed and number of workers); General Outlook: supply and demand, projections, special opportunities; 6) More Sources of Information. This file will contain information on 200 occupations in 1976-77.

program file:

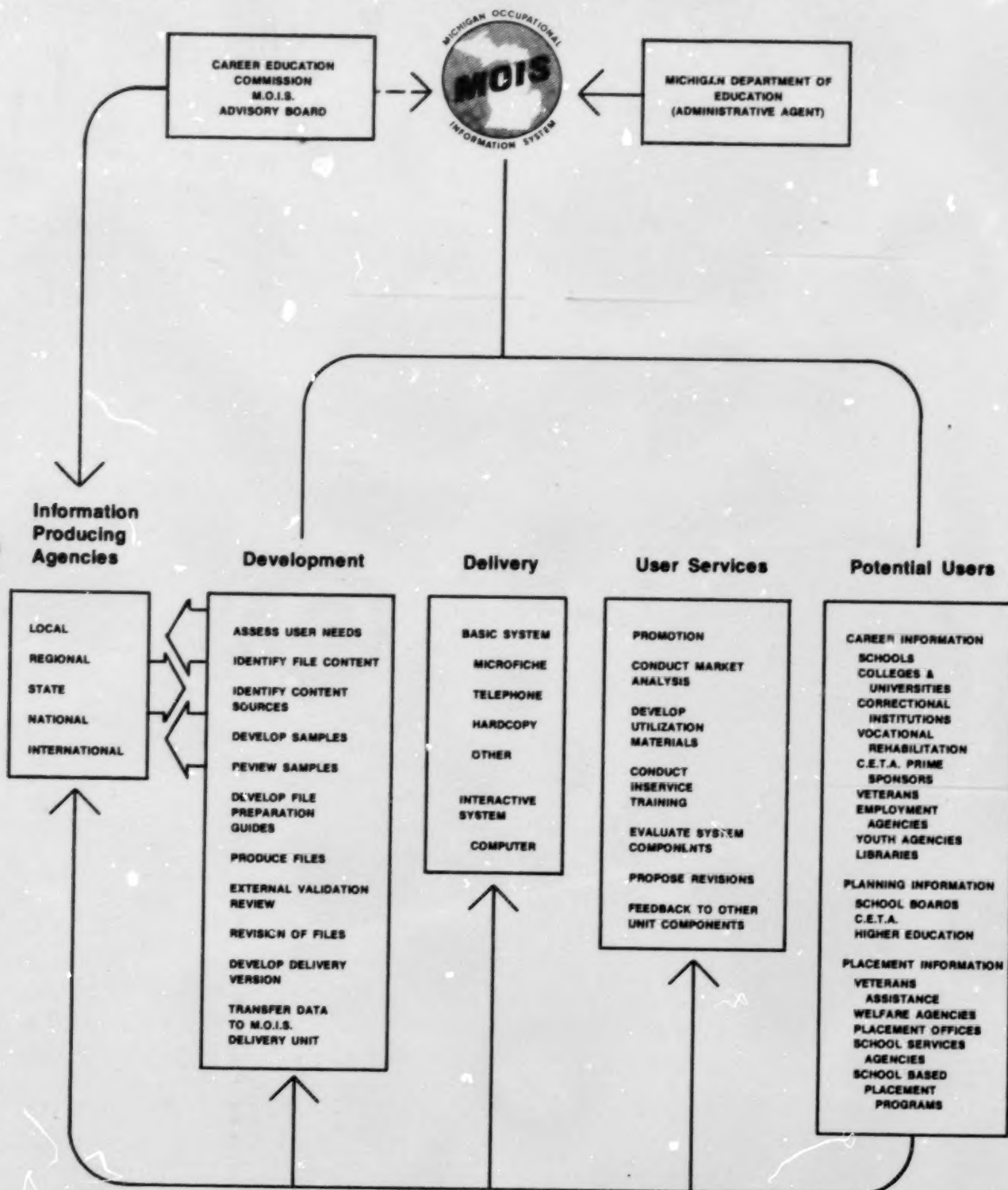
Descriptions of the 102 post-secondary education programs available at Michigan two-year and four-year colleges and universities and private schools. Information contains the purpose of the program, average length of the program, prerequisites for the program, degrees offered, program specialties, teaching certificate available, crosswalks to other programs.

school file:

Comparative and descriptive data on 272 Michigan two-year and four-year colleges, universities and private vocational schools. File topics for each school include:

- General information on type, size, and location of school, enrollment, calendar and schedule of classes available, contact person, admission

FIGURE 1
M.O.I.S. Organizational Structure



dates, special rules, campus tour availability.

- List of programs of study available.
- Entrance requirements for freshmen and transfers, contact person, special admission opportunities.
- Housing information as to what is available both on and off campus and a contact person.
- Cost and financial aid information on such topics as tuition and fees, room and board, cost per credit hour, deposits required, financial aid application procedures, application dates, contact person.
- Services for students such as health center and day care facilities, student parking, job placement, and counseling.

apprenticeship file:

Identifies 40 major apprenticeable trades and describes basic program characteristics such as length, what is learned on the job, and what is learned in the classroom.

military file:

Presents 76 related military training opportunities for compatible MOIS occupations. Related military training is identified by service, title, military rating and the major duties associated with each listing.

school subject file:

Identifies 95 school subjects related to preparing for the 200 MOIS occupations.

For each data base contained within MOIS, a development and review process has been established for purposes of identifying information topics and validating occupational descriptions. This process involves the development of actual samples, external review by knowledgeable individuals (including potential user groups), revision, development procedure documentation, and editing prior to final entry into the system.

information delivery

Information that is collected and organized in the development component will be disseminated via four major delivery systems: 1) microfiche; 2) telephone; 3) hardcopy; and 4) computer. The microfiche system will incorporate and enhance the former Vital Information for Education and Work (VIEW) project. New designs in format, graphics, layout and information organization are incorporated in the microfiche system. The telephone system will expand and/or enhance the current Instant Career Program Directory (ICPD) project. Hardcopy information will be packaged and bound to serve primarily the needs of librarians and other reference-collecting agencies. In addition, a computerized delivery vehicle is presently under design as the final MOIS dissemination strategy. This program will allow users to retrieve data from the MOIS files through an interactive mode. Structured search and direct access strategies will be offered through this component as well as the MOIS microfiche version.

user services

The User Services area is dedicated toward developing and training school and social service personnel to utilize the MOIS data banks and delivery subsystems. In-service materials (i.e., user handbook, coordinators' handbook, etc.) serve as the initial training package for interested participants. Commencing in the fall of 1976, regional workshops will be conducted to orientate and assist those individuals who wish to utilize any or all of the MOIS program components within their school or agency.

This section has introduced you to the Michigan Occupational Information System by discussing the rationale for such a program and the goals and dimensions of the system that have been developed. The following section has been designed to characterize your role as administrator and/or change agent involved with the MOIS program.

III.

administration and change

Human beings are creatures of habit. Because of this we have a tendency to adhere to accustomed procedures and routine methods. Change requires effort. It often entails unlearning and relearning. As a result, we are often resistant, both covertly and overtly, to change.

In some cases, the introduction of MOIS into your institution will meet with the resistance that accompanies change. Regardless of the inefficient and cumbersome quality of existing methods of information storage and retrieval, some staff members may find it difficult to change to the new, streamlined data service offered by MOIS.

As an administrator, you hold the key to the manner in which change is accepted. You must be enthusiastic, receptive, understanding and encouraging. You must show your staff — by your words and actions — that you are sold on the value of MOIS in your organization. You must demonstrate that the adoption of MOIS in your school or agency is not just an example of change "for change's sake," but a step that will enhance the attainment of institutional goals.

It is not likely that your staff will be unreceptive to the implementation of MOIS in your organization. If you should, however, experience the hesitation that sometimes accompanies innovative change, remember that administrative support serves as modeling behavior for resistance and inertia.

IV.

planning for MOIS

In preparing for the introduction of MOIS into your school or agency, there are four important matters which you, the administrator, should consider. These are the goals of your organization, the allocation of resources, the selection of a MOIS coordinator, and the provision of leadership.

assessing organizational and client goals

As an administrator, you are charged with the responsibility of providing the leadership that will bring about the achievement of certain organizational goals. At this time it is not unwise to review the goals of your institution. At the same time, you can project how the incorporation of MOIS into the work plan will facilitate the attainment of these ends.

One goal that is common to schools and social service agencies is that of helping students/clients in the decision-making process. Some of these decisions are of a personal-social nature; but, frequently they involve a career goal or occupational change. MOIS will help your staff to provide the occupational and educational data needed to facilitate the making of important decisions.

allocation of resources

A second consideration is the allocation of resources. Resources can be thought of as time, money, and space. How can the best services be provided for the least amount of money and use of space? As you would expect, the initial investment will be the greatest concern. The number of readers or reader/printers and/or computer terminals required will depend upon the number of clients or students served and the size of your staff. Like a new car, the cost will be determined by how deluxe or stripped a model you select.

If you are in a position where you must help provide the monies to implement your MOIS program, community support is essential. If you involve key community leaders in the planning

process and publicize your program, the community will support you and help you acquire needed funding.

selecting a local coordinator

A local coordinator for your MOIS program is desirable for several reasons. This person can be aware of how MOIS meets the needs of various segments of your organization and avoid redundancy of services. The coordinator can assist staff in developing specialized programs or curricular uses for MOIS. This person can arrange for ordering of equipment and supplies and maintenance of equipment, as well as providing for in-service instruction in the use of MOIS. Finally, a local coordinator can keep abreast of new developments from MOIS and coordinate public relations activities.

There may be a pivotal person on your staff whose assistance and alliance will be beneficial when you present MOIS for consideration by the staff. It would be advisable for you to talk with this person prior to meeting with your staff. If the individual sees in MOIS the potential for greater effectiveness, efficiency and ease of information retrieval, others of the staff may be positively influenced.

It should be mentioned here that there exist staff situations where this strategy would not be helpful. Rather, this approach would create animosity because other members would feel that they had been left out of the decision-making process. You, as administrator, know the personalities involved. You can decide whether or not this is a good course to pursue.

Ideally, the coordinator should be an individual for whom some released time from regular duties could be obtained. Conceivably, this could be someone in the vocational guidance or career education division of an intermediate school district, local school, social service agency or a librarian. To establish a feeling and spirit of a team relationship, in meeting with the coordinator for the first time, it may be advisable to:

- express appreciation for the individual's willingness to take on this responsibility.
- assure the cooperation of the organizations involved.
- voice an understanding of the difficulties sometimes encountered in being a liaison.
- express an understanding regarding expectations or responsibilities of positions.

local mois coordinator position description

The success of the MOIS program in your school or agency is dependent upon the extent to which you select an individual that has the necessary knowledge and skills to implement MOIS within a pre-established organizational environment. Although other support personnel such as teachers and paraprofessionals will be involved in the program, the local MOIS coordinator should have the primary responsibility to oversee the implementation and make decisions appropriately. In this manner, the following position description should serve as an aid in selecting the appropriate individual to coordinate the efforts of MOIS within your organization.

Assignments for the local MOIS coordinator should include:

- Be familiar with or possess knowledge of the implementation of system's products
- Establish procedures enabling users to gain access to the MOIS program
- Advise support personnel in the utilization and acquisition of information from the MOIS program
- Coordinate in-service training opportunities for support personnel and users
- Assist support personnel in the establishment of goals and objectives based upon the use of career information resources
- Organize and establish storage facilities for MOIS information banks and utilization materials
- Communicate the MOIS process approach to interested community representatives
- Prepare promotional programs pertaining to alternative local MOIS applications

In addition to the above functions, the local MOIS coordinator should possess the following background and/or skills:

- Vocational or career counseling methods
- Public speaking
- Manpower and labor market information strategies
- Organizing others for group or individual activities

As administrator, you should select someone who is equal to the task in resourcefulness,

energy and responsibility. Then you should make certain that this individual feels the backing and support of your office.

providing leadership

It may be that you will wish to assume the leadership in learning what other organizations in your locality are considering the use of MOIS. If so, it might be feasible to cooperate with others in the purchase, use, and maintenance of equipment

as well as in the training of your staffs. This would be particularly true of a school system where both a junior and senior high school could make use of the equipment. Conceivably, if you are a social service administrator, you may wish to coordinate your resources with other agencies for the establishment of a cooperative program. In short, if you are the person who assumes initial leadership for MOIS you may wish to recommend a local coordinator for the services.

V.

implementing MOIS

Even with the best laid plans it is very difficult to anticipate all of the internal and external factors that can impinge upon the acceptance of MOIS by representatives of your organization. Research evidence has shown that certain complexities exist within most organizations which may have an effect on the relative ease or difficulty of transplanting a major innovation like MOIS. Among these are:

- **Departmental Autonomy**
Do the various departments have the authority and responsibility to determine whether MOIS will be accepted?
- **Leadership Dispersement**
Does leadership rest with one person or group or is it encouraged throughout the organization?
- **Degree of Rigidity**
Are allowances provided for individual action and initiative or is all group behavior dependent upon your resourcefulness?
- **Heterogeneity of Support Personnel**
Is there a wide variety of philosophies, ethnic backgrounds and experience reflected in the staff or is there a high degree of homogeneity?

tactics useful in implementing mois:

Among the strategies that may be useful at the implementation stage of MOIS are the following suggestions:

1. visiting a site similar to yours which has installed MOIS

You may be able to ask questions or get ideas that can help you in your own implementation and provide information to share with your staff. Established meeting times with regular representatives from each organization with taped or written minutes maintained and/or disseminate a monthly newsletter (or whatever time period seems advisable) to the various organizations involved.

2. conducting a pilot test of the use of mois

Using a certain school or branch of an agency to try out the System on a limited basis can provide a basis for changes that should be made prior to more widespread implementation.

3. including community personnel through meetings and conferences

Parent groups and business and professional groups in the community may increase enthusiasm for the use of the System.

4. mass media communication

Use of radio, TV and newspaper announcements are ways of creating enthusiasm and more widespread interest in MOIS.

5. giving recognition to those who have worked toward successful implementation of mois

Through notices in bulletins and at meetings mentioning people who have taken steps to help in working toward implementation of MOIS, further enthusiasm can be generated. These people can alleviate the apprehensions of others.

6. personalized interviews

This could be utilized by interviewing, and perhaps recording, a conversation with someone, perhaps a well-known person in the community, who is enthusiastic about the potential of MOIS.

7. workshops

Inviting people to take part in a workshop regarding the implementation of MOIS could be instructional and also produce enthusiasm as people exchange ideas regarding the potential of the System and its goals and objectives.

8. staff development

Involving the total staff in learning about MOIS and its use may encourage the redefining of instructional goals and more innovative ways to help students or clients prepare for other roles in life.

9. training for responsibility and leadership

This strategy could start with the staff itself by asking those who become enthusiastic and knowledgeable in the use of MOIS to help instruct and encourage others. Students and clients can, in turn, be trained by these staff members so that they can assist their peers in learning both the use of the System and the benefits derived.

10. mois visitation

Another option you might consider is that of inviting a member of the MOIS team to present the system to your staff. This assures that advantages of MOIS will be thoroughly presented and that all questions will be answered. This strategy has the added benefit of involving your workers in the decision-making process.

VI.

evaluating MOIS

The adoption of an innovative program is usually questioned by certain skeptics. Therefore, accountability is important to consider in the use of MOIS by a school district or agency. Evaluation can accomplish several things:

- justification of needs
- accounting for expenditure of funds
- evidence for adoption by other schools and agencies
- evidence of the need for expansion of facilities
- means of keeping other administrators and the general public informed of the progress in the use of the System
- assurance to the other support personnel that the foreseen benefits are, indeed, present
- indication of a need for a change in strategy

Evaluation reports can be a public relations strategy with far reaching effects.

Periodic evaluation data can be invaluable. It may indicate that further in-servicing is necessary, that potential users have not received adequate briefing, and that facilities are inadequate. Monitoring of the use of the System will indicate the amount of use it is receiving and whether there is a certain population (e.g., low ability individuals; minority groups, etc.) that require additional assistance. The material available from monitoring and evaluation provides ready information for longitudinal research that can lead to changes and improvements in fulfilling the greatest potential of the MOIS System.

VII.

planning for next year

By utilizing the Administrator's Checklist, highlighted in Section VIII, you can assess the feasibility of the conceived time line for pre-scheduling MOIS activities for next year. At this time, too, if any problems are foreseen in further implementation of the System, MOIS can be contacted for assistance.

In-servicing will be the crucial part of the implementation for the balance of the year, and sensitivity to the receptivity of the participants may be indicative of the need for a call for help or alterations of the overall plan.

MOIS will keep you informed of new developments that can make the System of greater potential assistance to more of your students and clients. Some flexibility should be built in for your next year's plan to allow for unforeseen delays or a step being accomplished ahead of schedule.

VIII.

administrator's checklist

The following checklist has been devised to enable you to plan, implement, and evaluate MOIS at the local level. Moreover, this checklist should prove helpful in terms of establishing attainable timelines and monitoring operations.

The checklist is divided into four areas: 1) planning, 2) implementing, 3) evaluating, and 4) planning for next year. Each of these areas roughly corresponds to the previous sections of this handbook. As you progress through each phase of the MOIS process, you may want to "check" the appropriate sections of this instrument to determine how adequately your timelines and activities are being met. This instrument is merely a tool to assist you and your designated MOIS coordinator as you proceed with the planning and eventual incorporation of the MOIS program into your organization.

DIRECTIONS: For each phase place a check (✓) in the box that applies to the status of MOIS within your organization.

PLANNING FOR MOIS — As the administrator for MOIS I have:

Activity	Yes	No	Start	End
1. Selected a local MOIS coordinator	☐	☐	☐	☐
2. Developed a description of duties for the local coordinator	☐	☐	☐	☐
3. Scheduled the first planning meeting with the coordinator	☐	☐	☐	☐
4. Discussed the job duties with the local coordinator	☐	☐	☐	☐
5. Informed support personnel of the coordinator's responsibilities and areas of influence	☐	☐	☐	☐
6. Devised yearly objectives in conjunction with the coordinator ...	☐	☐	☐	☐
7. Developed timelines in conjunction with the coordinator	☐	☐	☐	☐
8. Ascertained cost figures and/or inventoried equipment and supplies in conjunction with the coordinator	☐	☐	☐	☐
9. Determined travel costs for local coordinator's in-servicing	☐	☐	☐	☐
10. Scheduled an in-service date for support personnel	☐	☐	☐	☐
11. Provided adequate storage and facilities for the MOIS program..	☐	☐	☐	☐
12. Provided reader/printer for the MOIS program	☐	☐	☐	☐

PLANNING FOR MOIS — Continued

Activity	Yes	No	Start	End
*13. Provided computer terminal for the MOIS program	☐	☐	☐	☐
*14. Determined communication costs	☐	☐	☐	☐

* Dependent upon MOIS component used locally

IMPLEMENTING MOIS — As the administrator for MOIS I have:

Activity	Yes	No	Start	End
1. Scheduled release time for a one day training session for the coordinator	☐	☐	☐	☐
2. Arranged follow-up activities to determine whether the local coordinator received in-service training	☐	☐	☐	☐
3. Allocated time for the coordinator to implement and monitor MOIS during normal working hours	☐	☐	☐	☐
4. Met with other support personnel to determine how they can use MOIS	☐	☐	☐	☐
*5. Met with the coordinator to determine whether MOIS training materials were received —	☐	☐	☐	☐
A. Administrator's Handbook	☐	☐	☐	☐
B. Coordinator's Handbook	☐	☐	☐	☐
C. Microfiche Instructional Manual	☐	☐	☐	☐
D. Microfiche User Handbook	☐	☐	☐	☐
E. MOIS Personal Profile Worksheets	☐	☐	☐	☐
F. MOIS Personal Profile Scan Sheets	☐	☐	☐	☐
G. MOIS Dictionary of Occupations	☐	☐	☐	☐
H. MOIS Microfiche Deck of Information	☐	☐	☐	☐
I. Computer Instructional Manual	☐	☐	☐	☐
J. Computer User Handbook	☐	☐	☐	☐
K. Computer Worksheets	☐	☐	☐	☐
L. MOIS Brochure	☐	☐	☐	☐
M. MOIS Poster	☐	☐	☐	☐

IMPLEMENTING MOIS — Continued

Activity	Yes	No	Start	End
N. MOIS Newsletter	☐	☐	☐	☐
O. Hardcopy Data	☐	☐	☐	☐
6. Disseminated local in-service schedule and/or announcement to support personnel	☐	☐	☐	☐

* Materials received is dependent upon the MOIS component used locally

EVALUATING MOIS — As the administrator for MOIS I have:

Activity	Yes	No	Start	End
*1. Developed plans with the coordinator to administer and collect MOIS evaluation instruments	☐	☐	☐	☐
*2. Developed plans with the coordinator to devise and implement locally produced evaluation instruments	☐	☐	☐	☐
*3. Followed up with the coordinator to return all MOIS evaluation instruments and user reaction data	☐	☐	☐	☐

* MOIS Pilot Sites Only

PLANNING FOR NEXT YEAR — As the administrator for MOIS I have:

Activity	Yes	No	Start	End
1. Requisitioned new equipment and supplies	☐	☐	☐	☐
**2. Met with the coordinator to return the MOIS participation request form	☐	☐	☐	☐

** Participation Request Forms should be forwarded to MOIS in the spring of each year.

APPENDIX A

microfiche equipment and materials

Below is a listing of major microfiche distributors operating in Michigan. These agencies are capable of providing you with the necessary information for purchasing microfiche equipment and materials.

Company	Major Distributor in Michigan
Bell & Howell Business Equipment Group	Check your local telephone directory to locate the dealers near you.
Data View	Remco Office Equipment 23999 Northwestern Highway Southfield, MI 48075 Phone: (313) 358-0900
Dietzgen Universal	R.M.S. Company 1930 Stephens Warren, MI 48091 Phone: (313) 756-9880
Dukane Corporation	Newman Audio Visual 400 32nd Street, S.E., Grand Rapids, MI 49508 Phone: (616) 243-3300 (Branches also in Lansing and Detroit)
Eastman Kodak Company	Check your local telephone directory to locate the dealers near you.
3M Company	Check your local telephone directory to locate the dealers near you.
Micro Information Systems, Inc.	Record Systems & Equip. Corp. 300 West Grand River Avenue Lansing, MI 48906 Phone: (517) 484-5461
Northwest Microfilm, Inc.	Mark Larwood Company 7171 East Davison Detroit, MI 48212 Phone: (313) 365-4110
Quantor Corporation	Micro Data Sciences 17390 Eight Mile Road Southfield, MI 48079 Phone: (313) 358-2368
Realist, Inc.	Commercial Equipment Company 2225 Oak Industrial Drive Grand Rapids, MI 49508 Phone: (616) 459-1161
Washington Scientific Industries, Inc.	Miller Office Systems 336 W. First Street, Room 100 Flint, MI 48502 Phone: (313) 238-2301
Micro Design, Inc.	VuCom Data Services, Inc. 1120 Keystone Avenue Lansing, MI 48910 Phone: (517) 393-8610

computer equipment and materials

The manufacturers and distributors of computer equipment (terminals and related data transmission devices) represent a fast growing, competitive, and highly speculative field. There are over 100 manufacturers of computer terminals throughout the United States. To locate organizations that produce and distribute computer equipment the following guidelines should be considered:

1. Review the March and April 1976 supplements to **Data Pro Magazine**, a trade publication available in most libraries. These issues list both the terminal manufacturer, and provide comparative data relative to the features of various terminals. In addition, a survey of actual users was conducted to assess their preferences toward selected data transmission systems.
2. Contact the director of your local data processing center for specific information pertinent to the availability and purchasing arrangements of computer equipment.
3. Contact the MOIS office and we will provide you with a list of the locations and types of terminals presently utilized by participating members in the MOIS interactive component network.

A final note: The selection of computer equipment should not be made haphazardly. Extensive research in the area of computer technology and discussions with data processing personnel can provide you with additional assurance for making the "right" selection. Remember, the purchase of equipment should reflect your agency's needs and resources to sustain future efforts of interactive programs. Moreover, you may wish to invite a local distributor of terminals to your office for a demonstration. These and many other strategies should be considered prior to making your final selection.

APPENDIX B

sample communications

Following are examples of possible communications regarding MOIS which you may want to disseminate to your support staff or client groups. These are only ideas and should not be regarded as strategies that have to be initiated. Undoubtedly, you will discover alternative methods of communicating MOIS to your client group.

MEMORANDUM

DATE:

TO: Staff

FROM: Administrator

SUBJECT: Michigan Occupational Information System (MOIS)

Our _____ is participating in a new and
(Name of school or agency)
exciting innovative educational program called the Michigan Occupational Information System (MOIS). MOIS is a federal and state sponsored information dissemination program designed to provide users with current, accurate, and regionally produced occupational and educational data banks. MOIS contains six files of information: 1) occupations (reflecting 80% of available employment opportunities in Michigan); 2) Michigan post-secondary programs; 3) Michigan post-secondary schools; 4) apprenticeable trades; 5) military training opportunities; and 6) school subjects. MOIS will disseminate these files of information via a) microfiche, b) telephone, c) hardcopy, and d) computer-interactive.

With the help of MOIS we can increase the awareness levels of persons who desire information about the world of work while at the same time decrease the amount of searching individuals expend for career exploration.

The MOIS services will be available throughout the 1976-77 calendar year. Beginning on _____ MOIS will be introduced to our organization by
(Date)

_____, who has the responsibility of implementing the MOIS program.
(Local coordinator's name)

There will be a general orientation and overview of the system for administrators and staff on _____ at _____
(Date) (Location)

At this time the MOIS program and how you can best integrate it into your area of responsibility will be delineated.

Please make a note on your calendar of the staff in-service date.

Sincerely,

Signed _____
(Administrator)

mois-in-service agenda

(Use for morning or evening session)

9:00 a.m. introduction of local MOIS coordinator

9:15 a.m. Overview of MOIS

9:30 a.m. MOIS Basic System

- A. Overview
- B. Microfiche
- C. Telephone
- D. Hardcopy
- E. Demonstration

10:15 a.m. Instructional materials for the Basic System

- A. Administrator's Handbook
- B. Coordinator's Handbook
- C. Microfiche Instructional Manual
- D. Microfiche User Handbook
- E. MOIS Worksheets
- F. MOIS Scan Sheets
- G. MOIS Dictionary of Occupations
- H. MOIS Microfiche Deck
- I. Demonstration

11:00 a.m. MOIS Interactive System

- A. Overview
- B. Computer Technology
- C. Demonstration

11:15 a.m. Instructional materials for the Interactive System

- A. Computer Instructional Manual
- B. Computer User Handbook
- C. MOIS Worksheet
- D. Terminal capabilities and demonstration
- E. Demonstration

12:00 p.m. Adaptability to local situations

MICHIGAN STATE BOARD OF EDUCATION
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The Michigan State Board of Education hereby agrees that it will comply with Federal laws prohibiting discrimination and with all requirements imposed by or pursuant to regulations of the U.S. Department of Health, Education and Welfare. Therefore, it shall be the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, or marital status shall be discriminated against, excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any federally funded program or activity for which the Michigan State Board of Education is responsible or for which it receives federal financial assistance from the Department of Health, Education and Welfare. This policy of non-discrimination shall also apply to otherwise qualified handicapped individuals.